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ABSTRACT

Guidelines have been developed for a consortium approach to teacher preparation in a small college that may need some expertise and access to teaching materials which can be provided by local school districts and other agencies. This approach to the design, management, and evaluation of the program offers the opportunity to involve the schools very closely with the program's content and with the students. The consortium method of teacher training presents the public schools with an opportunity to correct many perceived weaknesses in the performance of beginning teachers. The guidelines described in this document have been in use at Columbia Christian College (Portland, Oregon) since 1979. Based on this experience, the following observations are offered: (1) access has been provided by the schools to computer laboratories, curriculum libraries, and classrooms, and joint training in special evaluation techniques has also been provided; (2) traditional program management practices have been replaced by the involvement of all participants in the decision making process; (3) student confidence in courses and requirements has been increased by the involvement of the public schools in their training; and (4) a high degree of student satisfaction is apparent. (JD)

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# A CONSORTIUM FOR TEACHER PREPARATION: MODEL GUIDELINES FOR SMALL COLLEGES

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# A CONSORTIUM FOR TEACHER PREPARATION:

# MODEL GUIDELINES FOR SMALL COLLEGES

## INTRODUCTION

Small colleges often face a variety of challenges in developing a quality teacher education program. Among these challenges is the necessity of demonstrating adequate resources and expertise appropriate for the delivery of a viable professional program. It is not unusual for small colleges with somewhat limited resources and personnel to face skeptical accrediting agencies when seeking program approval. A possible option to hiring additional personnel and to purchasing large quantities of education materials is to implement a consortium approach to teacher preparation in which some expertise and access to some teaching materials is provided by local school districts and other interested agencies.

In addition to providing additional resources, a consortium approach to teacher preparation addresses a problem common to many education programs, regardless of size. A common charge against education professors, education courses, and certification programs is that they have little to do with, and are too far removed from the public school classrooms to provide relevant and viable programs. A consortium approach to the design, management, and evaluation of the program provides the opportunity to involve the schools very closely with the content of the program and with the students.

The Guidelines provided here have been in use at Columbia Christian College, Portland, Oregon, since 1979. For this small college the consortium approach has greatly enhanced the overall program and must be considered a success. Based on this experience the following observations are offered:

(1) The degree of interest and involvement that the public schools have shown in this approach has been immense. Long dissatisfied with the quality of the product of traditionally managed programs, this consortium method offered them the opportunity to correct many of the perceived weaknesses they saw in beginning teachers, and they were excited to grasp the opportunity.

(2) The generosity of the schools has matched their interest. They have opened computer labs, curriculum libraries, and classrooms for ready access by the students, and have welcomed them in all situations. One district even provided joint training in special evaluation techniques for district sponsoring teachers and the college supervising teachers.

(3) The consortium approach requires a recognition on the part of college personnel that true and valuable expertise exists in the public schools and that it is important and appropriate that it be utilized in the training of beginning teachers. In essence, the job of training

beginning teachers must be viewed as a partnership, not as a sole responsibility of a single agency. This requires that the college give up sole ownership of the program.

(4) For the school districts to accept partial ownership of the program, it must be recognized by the college that traditional management practices regarding this program must be discarded for a consensual approach that involves all interested people in the decision making process. The institutionalization of the decision-making process as outlined in these Guidelines must be perceived as real by the public school representatives if this approach is to be successful. It must be more than just another advisory committee to a teacher education program. This requires leadership of a unique nature on the part of college personnel.

(5) There is a strong possibility that the program will take on a somewhat unique nature, if the college faculty will allow it.

(6) If involved in the management and decision-making, and aware of how the public schools are involved in the program, the students have much confidence in the courses and requirements that they are required to take. This has lead to a high degree of student satisfaction.

GUIDELINES FOR AN EDUCATIONAL CONSORTIUM
FOR CERTIFICATION OF PERSONNEL
IN THE STATE OF OREGON

Article I -Name: Consortium for Establishing and Improving Professional Education--Columbia Christian College

Article II -Purpose: The purpose of this statement of guidelines is to establish roles, responsibilities, and procedures under which a consortium of present and future educators can work toward assisting and advising in the design, execution, and evaluation of a high quality teacher education program at Columbia Christian College which meets provisions of the STANDARDS FOR PROGRAM APPROVAL, OAR 584-15-005 through 584-15-110 as prepared by the Oregon Teacher Standards and Practices Commission.

Article III -Consortium Divisions, Membership and Representation

Section 1. The Consortium shall consist of two Divisions:

a.) Division I shall be responsible for the oversight of the music education program. Its membership shall consist of:

1.) Two representatives from Columbia Christian College faculty appointed by the Education Department.

2.) Two professional education students enrolled at Columbia Christian College, to be chosen by the MENC student chapter.

3.) Two representatives appointed by the David Douglas and Parkrose professional organizations.

4.) Two representatives as appointed by the administrations of the Parkrose and David Douglas school districts.

5.) Other advisory members to be appointed as needed.

b.) Division II shall be responsible for the oversight of the elementary education program and the basic reading and basic math endorsement programs. Its membership shall consist of:

1.) Two representatives from Columbia Christian College faculty appointed by the Education Department.

2.) Two professional elementary education students enrolled at Columbia Christian College, to be chosen by a majority vote of elementary education majors.

3.) Two representatives appointed by the David Douglas and Parkrose professional organizations.

4.) Two representatives as appointed by the administrations of the Parkrose and David Douglas school districts.

5.) Other advisory members to be appointed as needed.

Section 2. In addition to the above representatives, each member organization may appoint one alternate representative who will serve as representative in the absence of the regularly appointed representative at any Consortium meeting.

Section 3. In order to provide for maximum continuity in the Consortium, member organizations will appoint representatives and alternates for not less than a two year term, beginning with the first meeting in an academic year.

Section 4. All members of the Consortium are entitled to one vote. Advisory members have no vote.

Article IV -Member Responsibilities

Section 1. It is the responsibility of each Consortium member to attend and participate in Consortium meetings.

Section 2. It is the responsibility of each representative to establish and maintain a liaison relationship with the member organization which has appointed him. He is to report the activities of the Consortium and obtain input from the sponsoring member organization.

Section 3. It is the responsibility of each representative other than Columbia Christian faculty to prepare an annual written report to be presented to the Consortium at the first meeting of the academic

year. This report shall include:

1.) Resources and services available to Columbia Christian College.

2.) The limitations each organization has in offering resources and services.

3.) The individual responsibilities that organization and individual members are willing to commit themselves to for the various elements of the teacher preparation program.

Article V -Consortium Officers

Section 1. The chairperson of the Education Department of Columbia Christian College shall be the executive secretary of the Consortium.

Section 2. The executive secretary shall preside at division meetings.

Section 3. The secretary to the Division of Education and Psychology shall record the minutes of Division meetings and shall supply copies of the same to members of the Consortium Division.

Section 4. The executive secretary shall plan the agenda for each Division meeting. Each agenda shall provide for new business, which may be introduced by any member of the Consortium.

Section 5. The executive secretary shall supply each Consortium representative with a copy of the proposed agenda and notice of time and place of each meeting at least five days prior to the meeting.

Section 6. The executive secretary shall serve as liaison between the Consortium and the appropriate state agencies.

Article VI -Committees

Section 1. Each Consortium Division may establish and appoint committees at any time by a simple majority vote of the Consortium Division members.

Section 2. Committee members may be appointed from any member or non-member group or organization able to make contributions to the work of the Consortium.

Section 3. Appointments to committees may be either for a given term or for the duration of the completion of a given task.

Section 4. In order to provide maximum communication, it is desirable that chairpersons of committees be Consortium members.

Article VII -Meetings

Section 1. Each Consortium Division shall meet a minimum of two times a year. Regular meetings shall be scheduled for the months of October and May.

Section 2. The Consortium Division may be convened at the call of the executive secretary.

Section 3. Any two members of a Division may request the convening of a meeting by submitting a request, including a proposed agenda, to the executive secretary. The chairperson shall then convene a meeting of the Division within thirty days of the request.

Section 4. Decisions of the Consortium shall be by majority vote.

A quorum shall consist of five voting members distributed among at least three member bodies as defined in Article III, Section 1, a-b.

Section 5. Meetings of the Consortium and committee meetings shall be open to all interested persons with the exception of special closed sessions which may be established by the Consortium.

Section 6. The executive secretary of the Consortium may call for joint meetings of the Divisions if he deems necessary. In such a meeting the executive secretary shall serve as chairperson.

Article VIII -Consortium Expenses

No financial commitments on the part of any members of the Consortium are implied by this document. Any budgetary commitments by the represented organizations can be made only by the appropriate

governing bodies of the respective organizations.

It is understood that the on-going Consortium expenses will be borne by Columbia Christian College.

Article IX -Consortium Responsibilities

Section 1. The Consortium shall review and evaluate objectives for each program leading to basic and standard certification and shall recommend objectives giving consideration to:

a.) Particular educational needs of schools and communities served by programs;

b.) Personnel needs of the state;

c.) Professional duties of practicing educators;

d.) Implications of the Standards for Public Schools established by the Board of Education;

e.) Recommendations of the State Board of Education and the Superintendent of Public Instruction;

f.) Standards recommended by the professional organizations as appropriate to the respective endorsements;

g.) Standards and rules of the Commission.

Section 2. The Consortium shall review and evaluate the human and physical resources available for the program and shall recommend the amount of resources needed for a quality program.

Section 3. The Consortium shall develop fieldwork experiences and practicum requirements, activities, and procedures to be utilized to develop and measure competencies in teacher-trainees.

Section 4. The Consortium shall establish minimum admission and retention requirements and procedures for the Teacher Education Program, giving consideration to equal educational opportunities.

Section 5. The Consortium shall establish requirements and procedures for students desiring to waive courses and experiences.

Section 6. The Consortium shall establish requirements and procedures for students who should repeat courses and experiences which have not been successful.

Section 7. The Consortium shall review and evaluate the criteria for selection and retention of faculty and shall recommend such criteria for faculty assigned to professional courses, field experiences and practica, giving consideration to equal employment opportunity. See also OAR 584-15-085(1) and (2).

Section 8. The Consortium shall review and evaluate the criteria and procedures for evaluation of the program and for evaluation of students completing the program and shall recommend criteria for these purposes.

Section 9. The Consortium shall review the results of evaluations of the program and students in relation to program objectives and shall recommend to the institution modifications of the program and/or objectives.

Section 10. At the last meeting of the academic year the Consortium shall conduct a formal review of the decision-making and management processes of the program. This review shall consist of an examination of its guidelines, receiving input from committees, organizations, and the Education Department on the success and/or failure of the established system. The review shall also examine the number of Consortium members and the geographic area represented. Changes of the guidelines based on this review shall follow the provisions of Article XI. Changes in procedure, management and decision-making not covered in these guidelines shall follow the provisions of Article VII, Section 4.

Article X -Responsibilities of Columbia Christian College

Section 1. The responsibility for implementation and administration of Consortium decision and recommendations rests with the Division of Education and Psychology of Columbia Christian College. The Education Department shall also assume official responsibility for maintaining communication with individuals and agencies and serve as a clearinghouse for information concerning the program.

Section 2. The institution shall periodically and systematically evaluate each program. Results of the evaluations shall be submitted to the Consortium for

review in relation to the program objectives. The evaluation shall include, but not to be limited to:

a.) Examination of the competency of persons completing the program;

b.) Suggestions from students when enrolled in and upon completing the program;

c.) Analysis of the quality of supervision provided by the institution and cooperating schools during field experiences and practica;

d.) Reports of cooperating schools on the ability of candidates to fulfill the expectations of the practica;

e.) Follow-up of graduates subsequent to their placement in professional positions to determine the adequacy of the preparation for the positions.

Section 3. The institution shall periodically and systematically review long-range and short-range goals for teacher education programs in conjunction with plans for total institutional development and shall consider recommendations of the Consortium regarding modifications and improvements in the programs.

Section 4. Upon receipt of decisions and recommendations made by the Consortium, the Education Department will formulate plans for the implementation of those decisions into the Teacher Education Program if possible. The decisions shall be carried out as soon as is practically possible.

Section 5. It is the responsibility of the executive secretary to keep the Consortium informed in writing on how to serve as liaison between the Consortium and the administration of Columbia Christian College.

Article XI -Amendments to Guidelines

Amendments to, and revision of, these guidelines may be made through one of two ways:

a.) At a joint meeting of the Divisions, proposed changes must receive the approval of ten voting members, five from each Division.

b.) At separate meetings of the Divisions the proposed changes must receive the approval of five voting members at each meeting.